

Purpose: To create a Wellness MOTR that meets the requirements for General Education within the parameters already established by CORE42 and the CCAC. This would be considered for a General Education Elective credit.

Method: To design a MOTR that is reflective of aspects within two general education areas, both Social and Behavioral Science and Natural Sciences. In looking at courses throughout the state and previous submissions, we propose to have six student learning objectives, supporting learning of the physical aspects of wellness, the anatomy of wellness, and the absence of disease, along with both physical and mental wellness. There may be a practical application component to reinforce behavior change for the individual.

MOTR Title: Wellness for the Individual

MOTR Description: Wellness for the Individual will allow students to learn how to ensure they are working towards a healthy approach to life both physically and mentally. This survey course will examine the anatomy and body systems required for physical wellness, along with dietary choice and behaviors. Coping strategies will be explored to prepare students to remain healthy despite challenges in their lives.

Minimum MOTR Credit Hours: 2

Minimum MOTR Learning Outcomes:

At the completion of the course, students are expected to:		Gen Ed Reinforcer
LO 1	apply evidence-based information toward the development of appropriate individualized goals that promote wellness through routine physical activity and exercise programs, improvement of dietary choices and behaviors, and stress reduction through the implementation of appropriate relaxation and coping techniques.	SBS 1: develop and communicate hypothetical explanations for individual human behavior within the large-scale historical and social context. NS 2: evaluate scientific evidence and argument.
LO 2	describe the health-related components of fitness and the benefits associated with consistent participation in physical activities for increasing cardiorespiratory endurance, muscular strength and endurance, flexibility; managing weight and body composition; reducing stress; and promoting long-term health and wellness.	NS 4: describe concepts of the nature, organization, and evolution of living systems.
LO 3	evaluate social characteristics and behaviors associated with the development of disease, premature death, and socio-cultural health disparities.	SBS 1: explain social institutions, structures, and processes across a range of historical periods and cultures.
LO 4	explain fitness and the impact on body structures, including well-being maintenance and the mitigation of disease.	NS 5: explain how human interaction(s) affect living systems and the environment.
LO 5	explain multicultural traditions and their relationship to health and wellness.	SBS 5 : articulate the interconnectedness of people and places around the globe.

LO 6	evaluate the credibility and evolution of health-related information throughout medicine and media.	SBS 3: draw on history and the social sciences to evaluate contemporary problems.
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